
Behavior Is the To Success

At Chestnut Oaks Middle School, we truly believe that in providing our “Red-Zone” students positive, one-on-one support, while re-teaching appropriate behavior, can and will lead to their success, behaviorally, academically and socially. We have adopted the following quote as one of the foundational sentiments of the program.

Fantastic things happen —
to the way we feel,
to the way we make
other people feel.
All this simply by using
positive words.

Professor Leo F Buscaglia
Teacher, writer and humanitarian, 1924-1998



Chestnut Oaks Middle School
“Soaring to New Heights”

Home of the Falcons



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BEHAVIOR EDUCATION PROGRAM

“Exceeding Expectations”



The Behavior Education Program

(BEP) was developed as a component to assist in the success of PBIS (Positive Behavioral Interventions and Supports), at our school. We, as a team, wanted to focus on tertiary interventions; what is known as the “Red-Zone”.

It is a specialized and individualized system for students with High-Risk Behavior—our “Red-Zone” students.

It is a very intensive program geared towards re-teaching appropriate behavior, problem-solving and communication skills.

PBIS is a 3-5 year process, in which each individual school works as a team to implement and create a positive school environment. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

One of the most important features of the BEP is that the coordinator and group leaders be committed to the program for the “long haul.”

The re-teaching process takes lots and lots of patience and the will to “never give up.”

To help these students become successful, the coordinator/group leader must take the time to analyze and determine the causes of the misbehavior. They must understand the students' reasons for misbehavior to be able to better develop a strategy in re-teaching them appropriate behavior.

With this being said, understanding why a student exhibits a behavior is no reason to tolerate it.

Sometimes, using a variety of methods is needed to reach each student. Every student is an individual case and must be treated as such. Not every strategy will work and some students are a lot harder to reach than others.



You will need to be persistent,
proactive, and did I say, have
LOTS and LOTS of
PATIENCE!

BEP Contract

Establish a behavioral agreement between the student, the BEP coordinator, Group Leader and teachers regarding specific targeted behavior.

Basics of the BEP Contract

- * Behavior must be observable
- * Clearly specify rewards or privileges
- * Bonuses may also be included

Initial Contact

- * Greet positively and personally (glad to see you)
- * Prompt conversation (ready for class)
- * Preparedness check (pencils, paper, etc.)
- * BEP form pick-up (setup for positive interaction)

Daily Check-In

- * Student checks in with Group Leader
- * Group Leader greets student
- * Student turns in previous days form
- * Group Leader addresses any pre-corrections
- * Student picks up new BEP form

BEP Daily Cycle

- * Student gives form to each teacher prior to each period
- * Teacher completes card
- * End of the day, student checks out with Group Leader
- * Review day's points and any comments
- * Receive reinforcer if “good day”

Daily Cycle cont.

- * Student takes card home for parent signature
- * Parent signs card (this takes a while, if ever)
- * Student returns form the next day
& is given an incentive by Group Leader

Key Elements

Treat each student with respect
Develop a rapport with student
Provide daily opportunities for success
Reward and point out positive behavior daily
Address inappropriate behavior immediately
Coordinator & Group Leaders meet weekly
Discuss students' progress for that week
Discuss “game plan” to target problem areas

Red-Zone Criteria

We targeted our students returning to school, at the beginning of the year on Probation, (which meant a previous year expulsion hearing and them being referred to our Alternative School or expulsion) as our “Red-Zone” students.

Group Leaders were chosen for their desire and commitment to help these students and their ability to be available daily, for the check-in and check-out process. This is an on-going learning process for us and we make changes when we see the need. Every school is different and the needs and problem behavior is different at each location and with each student. This is what has worked for us, but by no means is it written in stone. This program could be tailored to fit the needs of any school or student.

“We must become the change
we want to see.”

Mahatma Gandhi,
Indian statesman and humanitarian